Brawley Lesson

The Great Migration

Time Limit: One Class Period

Materials: *The Great Migration*, other books on similar theme are optional, “silhouette” template, construction paper, writing paper

Overview: Students will be examining and writing about the pros and cons considered by people during the Great Migration.

Standards:

(RI 9.6) Determine a point of view in a text in which the rhetoric is particularly effective, analyzing how style & content contribute to the power, persuasiveness, or beauty of the text

(CCR 9.3) Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences

(CCR 9.3d) Use precise words or phrases, telling details, and sensory language to convey a vivid picture of experience, events, setting, and/or characters

Lesson Steps:

1.) Read *The Great Migration*. If you are using other texts, literature circles might work best.

2.) Discuss the following key concepts with the class:

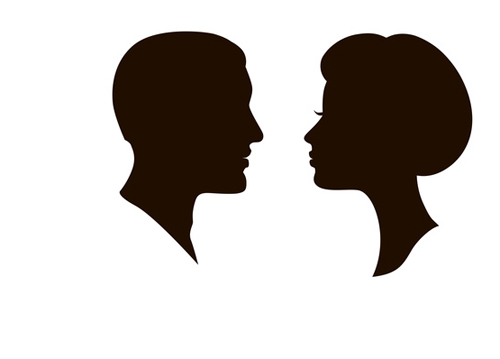
* What are reasons for a person to move? Have you ever moved for any of these reasons? What reasons were prevalent at this particular time period?
* What sacrifices might be involved? If you moved before, what sacrifices did you have to make? What sacrifices might there have been for this time period?
* What are the positive aspects for such a move? If you moved, what positive aspects beckoned you to the new place? What aspects beckoned people of this time period?

3.) Students will pick a character from a bowl. Students will pick three and choose the one they like the best. Characters are as follows:

* 1. A healthy, unmarried 18-year old man.
  2. A healthy, unmarried 18-year old woman.
  3. A blind but healthy, unmarried 18-year old man.
  4. A newly married, healthy, 20-year old man with no children.
  5. A newly married, healthy, 20-year old woman with no children.
  6. A recently married, healthy, 20-year old man awaiting the birth of his first child.
  7. A recently married, healthy, 20-year old woman expecting her first child.
  8. A 25-year old, unmarried, male World War I veteran with lung damage from mustard gas.
  9. A 25-year-old female World War I widow with three children.
  10. A married, generally healthy, 35-year old male sharecropper with five children.
  11. A married, generally healthy, 35-year old male barber with five children.
  12. A married, generally healthy, 35-year old woman with five children, and who works as a domestic.
  13. A healthy, unmarried 35-year old woman supporting her parents.
  14. A married, 40-year old pastor of a church and who has four children.
  15. The 40-year old wife of the pastor of a church and who has four children.
  16. A generally healthy, 50-year old, married man with grown children.
  17. A 50-year old, married man, partially disabled from maiming hand in a baling accident, and who has grown children.
  18. A generally healthy, 50-year old, married woman with grown children.
  19. A 50-year old widower with grown children.
  20. A 50-year old widow with grown children but helping to raise the grandchildren.
  21. A 70-year old, married man with grown children and suffers from rheumatoid arthritis.
  22. A generally healthy, 70-year old widower with grown children.
  23. A generally healthy, 70-year old married woman with grown children.
  24. A generally healthy, 70-year old widow.

4.) Using a T-Chart, students will enter at least three pros and cons each for their particular character.

5.) Using the narrative voice, students will take on the role of their character and write a 2-3 paragraph diary entry (2-3 for pro and 2-3 for con) detailing their thoughts about the upcoming move.

6.) Students will then cut out their paragraphs for each side and paste them on the silhouettes. The final product will be a silhouette detailing the pros and cons the character might have been thinking about during the time period.